

The Character Quarterly

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*"Patriotism is not a short
and frenzied outburst of
emotion, but the tranquil
and steady dedication of
a lifetime."*

- Adlai Stevenson

Servant Leadership

by Midn 1/C Adam Madson

As an Aerospace engineering major, I'm accustomed to beginning all my papers with a short objectives statement. My goal is to convince as many midshipmen as possible of the value of community service and to personally recruit them into this endeavor. So, what can someone with marginal persuasive writing skills do to convince you



to volunteer in the community?

I'll begin on a small 3-acre farm outside Rome in the year 458BC. Out plowing away at his field is a man by the name of Lucius Quinctius Cincinnatus, a retired Roman senator. He is without a care in the world other than his home and family, when a delegation from the Senate arrives asking him for help. A powerful enemy lies ready to destroy the fledgling Republic, and the government asks Cincinnatus to take the power of dictator and defend the state from

this threat. Sixteen days later, his task accomplished, he simply returns the power given to him from the Senate and goes back to his farm. Now you might be asking, "What is the connection between Cincinnatus and community service, or, more to the point, between Cincinnatus and any midshipman?" The answer lies in a concept called servant leadership. For the purpose of this article, let us define servant leadership as the practice of placing the responsibility of leadership before the privilege. Servant leadership requires that the leader be keenly aware of both aspects of his or her position – the responsibility as well as the authority. When the leader recognizes that he or she possesses privilege, power, and authority only for the purpose of fulfilling the responsibility, he is exercising servant leadership.

Cincinnatus provides us with a perfect example of this sense of responsibility and of servant leadership in practice. His priority was not the increase of his own power, authority, or status, but the well being of Rome. As members of the military, all midshipmen, by definition, have a responsibility to serve their country. Community service is one way of serving our country.

Three years ago as a plebe, I was asked to volunteer for a tree-planting project out in Eastport. The Youngster leading the project told me that it would help develop my skills as a leader. I was skeptical. I had my Leadership class to do that, not to mention a host of activities that my upper class claimed were intended to do the same. Why should I take my precious few hours of liberty on Saturday learning leadership lessons from a sapling! Well,

hindsight being 20-20, I'm glad I decided to go along and learn how volunteering could make a difference in my own life, in the lives of those around me, and in the community. That day I realized that my responsibility to my country was not limited to defending it; the community around me needed my resources. I found that I could give to my country both on and off the battlefield.

The benefits of community service do not stop with the community. Community service changes attitude. It gave me a sense of ownership, and the chance to see the fruits of my labor the same day as the effort. This sort of feedback many times seems rare around the Hall, and I can assure you it gave me a great sense of purpose as a midshipman, especially as a plebe. Investing my time and effort into the community enhanced my feeling of responsibility for the community and therefore the country. It made me want to do more.

After a few months, there came a point when I realized I could take volunteering a step further. Why not organize and LEAD my own projects? Sure, I was only a plebe, but with a few other people, I can make that much more difference in the world around me. This action gave me the opportunity to see the development of those in my group both individually and as a team. It offered the chance to build camaraderie outside the confines of the yard. The response and gratefulness for our actions also impressed many of those who participated. A kind thank-you note, a simple smile, a firm handshake ... are just some of the many forms of gratitude for stepping up and volunteering. The value of these affirmations to our welfare as individuals is immeasurable. (Continued on p. 8)

Habitat for Humanity

by Midn 3/C William Kelly

The people who choose to report aboard the Naval Academy on I-day come from a wide diversity of backgrounds and possess a plethora of personal desires, expectations and motivations. The common denominator, however, is that they all possess a drive to serve their nation, their community, and each other. It is a common thread that binds all midshipmen. Despite its roll in producing our nation's war-fighters, the Academy itself is termed a service academy rather than a "warrior" or "armed forces" academy. The choice in terminology is not merely semantic. Americans understand that the decision to enter the naval service is a commitment to living a life devoted to a larger mission and a greater whole. There is no better expression of this dedication than the anonymous efforts of the dozens of volunteers who elect to devote their precious few free hours to building homes for the less fortunate in the local community. It is only fitting that these midshipmen should elect to participate in a program spon-

sored by one of our own, Naval Academy alumnus and former President of the United States, Jimmy Carter.

Habitat for Humanity is a non-denominational faith-based organization established to provide housing for the underprivileged in communities across the globe. Habitat has the dual purpose of building teams and serving the wider community. These goals dovetail nicely with the guiding principles of our naval service and help to explain the popularity Habitat has achieved with midshipman over the years. While the only families which qualify must have an income level below the poverty level and be living in substandard housing, Habitat for Humanity is not a charity in the traditional sense. The houses are not donated; they are sold to the family at cost. Habitat provides an interest-free loan to allow the family to afford their new housing. The only down payment required is several hundred hours of labor on the family's own house or the house of another member of the community. Habitat coordinators call this labor "sweat-equity". Habitat for Humanity, therefore, does not give away housing; it allows a family to earn a new home that would otherwise be beyond their means while preserv-

ing their dignity as hardworking Americans. It is because of this ethos that Habitat for Humanity provides such an exciting and vibrant working environment for those who choose to donate their time to helping others while learning to use a

hammer and handle a saw.

In the last twenty five years, Arundel Habitat has built fifty houses in the local area; the program intends to build fifty more in the next five. The average completion rate for a house is one every sixteen weeks. It was at the commencement of this dramatic expansion that USNA midshipmen began to volunteer in large numbers at the beginning of this academic year. The Habitat for Humanity trips have gone nearly every clear weekend, as well as some that were not so clear and resulted in sniffing noses and frozen digits. Lead by 3/C William Kelly and 3/C Robert Mcfall and manned by a majority of underclassmen, the Habitat project is an excellent example of the Midshipman Action Group's ability to harness the often neglected energy of the Academy's underclassmen for productive ends. What began with small groups of seven to ten midshipmen has since grown into two shifts of fifteen apiece and stands poised to expand into Baltimore with a total of more than twenty midshipmen involved every Saturday. The rapid expansion of the program over the course of less than a year reflects the community's growing awareness of the value and dedication of the midshipman at USNA. Future projects involving midshipman, such as the Armed Forces Build which will involve four other major military installations, will greatly enhance the number involved on a regular basis. The current move into Baltimore and alliance with Youth United reflects a change in the use of midshipman from pure labor into mentors and supervisors for young children volunteering in their local neighborhoods. This transformation adds yet another component to the program's
(Continued on p. 8)



The Non-Toleration Clause

by Midn 1/C James Tuthill

New midshipmen, as well as members of the general public, are often surprised to learn that the Honor Concept does not include a “non-toleration clause.” The other service academies’ honor codes, including those of the Military Academy, the Air Force Academy, and the Coast Guard Academy, all include such a provision. That is, each of these honor codes explicitly states that a cadet is obligated to report any suspected breach of integrity. The absence of such a clause at the Naval Academy is deliberate, and it speaks to the central difference between the Honor Concept and the honor codes of her sister service academies.

The Honor Concept contributes to the moral development of midshipmen. It clearly communicates the minimum acceptable standards for integrity among officers of the Naval Service; midshipmen do not lie, cheat or steal. Living honorably demands far more than adherence to the letter of the Honor Concept, however. Naval officers must make difficult decisions when there is no prescribed, codified answer. They must apply discretionary judgment, drawing on a concrete set of moral principles.

It is not easy to hold one’s peers accountable for errors in judgment or poor decisions, to approach somebody where issues of personal honor are concerned. Many people choose not to confront one another in such instances. The honor codes of institutions such as the Military Academy include a “non-toleration clause” in order to compel cadets to do their duty by holding one another accountable. At these institutions failure to do so is itself a breach of honor, but this approach can limit a cadet’s moral development.

The Naval Academy does not codify a midshipman’s required response when he or she witnesses a possible violation of the Honor Concept. There is an indispensable lesson a midshipman must learn when he or she decides how to address the issue with a peer. There is no Honor Concept in the Fleet, no dictated guidelines for handling issues of integrity. If an ensign witnesses a fellow officer tell a lie, there is no general order stipulating how he must hold that individual accountable. It is necessary that the ensign, in this case, has the moral courage to approach his peer.

Moral courage cannot be cognitively taught; it must be developed through trial and application. At the Naval Academy, each midshipman who witnesses a possible violation of the Honor Concept must personally make a morally difficult decision. One cannot simply fall back on the excuse that he or she was obligated to hold a fellow midshipman accountable by the letter of the law. Honor lessons educate midshipmen regarding the desired response throughout their four years at the Naval Academy, but lessons cannot replace the experience of a midshipman who must gather the moral courage to confront a peer regarding a possible lapse of integrity.

Proponents of a “non-toleration clause” argue that such a measure ensures cadets and midshipmen will take that first difficult step, to hold one’s peer accountable

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where some lack the moral courage to do so. While this might be true, it is necessary to consider the bigger picture. A Naval Officer must constantly demonstrate moral courage, because it is his or her duty to uphold the standards and execute the mission of the Naval Service. The Navy and Marine Corps cannot afford to commission officers who merely enforce those regulations that carry a personal penalty for noncompliance. Naval Academy graduates owe it to the mothers and fathers of the Americans they will lead in combat to hone their moral courage, so that they will have the strength of heart and mind to make the right decision in the moment of truth.

The Honor Concept supports the moral mission of the Naval Academy. It educates midshipmen regarding the standard of honor and integrity among officers of the Naval Service, and it provides them with the arena in which to develop their moral courage.

Moral courage cannot be cognitively taught; it must be developed through trial and application.

Treading a Fine Line

by Midn 1/C John Pegues

Much is made at the Naval Academy about taking care of your shipmates. From day one in plebe summer, we are taught not to “bilge” our classmates. We pitch in when someone needs a hand shining shoes, we chime in when someone is lost on a rate, and we share the blame even when it’s not our fault.

During the same formative years of officer development, we learn the absolute importance of accountability. We are taught that we must always be responsible for our actions and our mission. As midshipmen—and eventually officers—we have to hold ourselves to the highest standards of personal appearance, conduct, and integrity. We are also taught to hold others to the same benchmarks of performance and character.

The difficult issue for many midshipmen arises in trying to discern the difference between taking care of a classmate and holding that same person accountable for his actions. It is human nature to want to help out a buddy whenever possible. We enjoy the friendship and feeling of aiding in another’s success. It is less natural and more difficult to correct a friend if he has gone astray. The easier thing might be to ignore the transgression as if it was never noticed.

Without a doubt, there are consequences of either course, action or inaction. These consequences often drive the decision-making process. So what is the proper path to follow? This is where the moral decision must be made. To be sure, it is a fine line to tread.

Do we tell a friend that his room is below standard and should be cleaned, or do we look away? Do we check off a buddy for taps, though we know he is still out on liberty? Do we hold a roommate accountable for sleeping through a parade, even if no one else knows he was missing?

Some of the answers are easier than others. And of course it is easy to anticipate the reactions other people might have if you had answered “Yes” to any of the previous questions. When a midshipman holds another accountable for their actions, many might recall the phrase, “bilging a shipmate.” Others might raise the idea of retribution.

But aren’t we given jobs to execute, with expectations to fulfill? Perhaps these jobs demand that we turn in a friend for his transgression. We can’t simply ignore the responsibilities of doing our duty. We must carry out the assigned mission. Not just when we want to, or when it is

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personally convenient. We must do our duty “in all things,” in the words of General Robert E. Lee.

Simply knowing the right thing to do is not enough. We must constantly strive to *do* the right thing. Our actions form our habits, and our habits drive our actions. The noted Greek philosopher Aristotle stated, “We are what we repeatedly do.” In other words, we must do the job we are expected to do, without

fail, at all times. As officers, every aspect of our lives provides an example for those around us. We must ensure this example is right in all ways.

The challenge does not end when we toss our caps into the air in May. Midshipman life is only the first taste of this moral quandary. The stakes are much higher in the fleet, with our lives and our liberty at stake. Any experienced officer can vouch for the difficulty of maintaining relationships on both a personal and professional level. There is a time to be personal, and of course we must always be professional. In the fleet, however, this is not always easy. There is often a significant overlap between being a friend and being a leader.

We can consider the same questions that were presented earlier, but now pose them in a fleet setting. Do we ensure that the boiler room is kept clean and free of dirt, or do we let it slide since our friend is in charge of the space? Do we personally make certain the readiness of our entire crew before weighing anchor? Or do we sign off on incomplete qualifications so that the Chief working for us looks good?

There is a moment of truth for every person. The time when it arrives is not up to us. But our actions and split-second decisions—which are dictated by habits and practice and a strong moral compass—are in our hands. Each of us certainly wants to do the right thing at the crucial moment. To get there, we must always do the right thing.

There is a time to be personal, and of course we must always be professional.

An Interview with CAPT Campbell

by *Midn 3/C Say Yong Tan*

Character Quarterly turns the spotlight today on our very own CAPT James A. Campbell, Head of Character Development Division here at USNA. A 1973 graduate of USNA, CAPT Campbell has spent thirty years in the Navy as a submarine officer, and before he moves on to the next phase of his life as a civilian, CQ was fortunate enough to have CAPT Campbell talk to us about his experiences- over thirty years in uniform!

CQ: Would you tell us about the high points in your naval career?

JAC: In my naval career, there were five high points; these exclude my family life, which is obviously important. I would list my own commissioning, my first command tour, returning to the Naval Academy, my older son's commissioning and my younger son's induction.

CQ: How has character played a role in your naval career?

JAC: Over 30 years, my moral courage has been tested far more than my physical courage. The focus on character is very important today and must continue to play an important role in a young officer's development. When my class entered the academy in 1969, we were issued slide rules, not computers; there was no internet to speak of and television was much more limited. I think that the young person today has far greater access and exposure to information both good and bad. In this environment, it is important for all the service academies to help our future officers focus on the desired virtues and traits needed

of a combat leader. I did not grasp until several years as a commissioned officer the true sense of the enormous responsibility and privilege we have to serve this country. The value structure that I received here at the Academy has served me well during my 30 years.

CQ: What was USNA like when you graduated from here?

JAC: It was very much the same, and also very different. For example, what you used to call "the historic district" were our normal rooms. We seemed to have more formations, Saturday morning classes were the norm, and lines at the phone booths were long. We sent mail not e-mail and the M-1 was not old back then.

It was at the end of the Vietnam War and the military in general was not held in high esteem. Events such as Woodstock and Kent State were not in the history books then. Instead of the pictures of the graduates killed on 9-11, the pictures in the rotunda were of those killed or missing in Vietnam. The number of pictures increased weekly. Wearing your uniform was not always pleasant. On the other hand, p-rades, march-ons and noon meal formation have not changed. The academic rigor is still tough but more importantly, what is the same, is the lasting friendships that you develop during four years here. It is beyond words to describe my feelings as I watch my own sons and children of my classmates now doing what we did 30 years earlier. Whatever happens in the interim during your careers, each of you will always have that common bond of classmate.

CQ: What is USNA like now, in view of what it once was?

JAC: It has undergone many changes, both externally and internally. There is no question as to the quality of the facilities and opportunities available to each Midship-



man. In officer development, the Academy has changed to reflect the needs of the military in today's society and world environment. I believe these changes to be for the better- there are those who would disagree, but the steps taken so far have been incrementally correct. The core values are still at the heart of what we teach. I think that the Academy has done a good job recognizing what is needed of a military officer today, and providing the necessary training and education designed to prepare Midshipmen for their eventual responsibilities.

CQ: What are the differences in Character Development over the years?

JAC: The changes in character development over the years has been driven by the need to keep our future officers focused on the core values of honor, courage and commitment. Much of what we see and hear being reported on a daily basis sends a contrary message to our Midshipmen. It is not easy being a young adult today – many temptations and thus many opportunities to lose the long view of what truly is important. (Continued on p. 7)

2003 Distinguished Graduates

by *Anne Sharpe*

The United States Naval Academy Alumni Association has announced this year's selection of four outstanding Naval Academy graduates to receive the 2003 Distinguished Graduate Award.

The recipients of the 2003 award are: Ambassador William H. G. FitzGerald, USNA Class of 1931, former Ambassador to the Republic of Ireland; founder and chairman of the board of the North American Housing Corporation; creator of the W.H.G. FitzGerald Scholarship Fund that provides USNA scholars an opportunity to attend Oxford University for two years of study; Rear Admiral Eugene B. Fluckey, USN (Ret.), Class of 1935, World War II submariner, Medal of Honor recipient, famed author for his narrative aboard the USS BARB called *Thunder Below!*, and a long-time supporter of athletic excellence at USNA; Rear Admiral Robert W. McNitt, USN (Ret.), Class of 1938, highly decorated submariner awarded for valourous duty during five successful submarine war patrols during World War II, former Superintendent of the Naval Post Graduate School, former USNA Dean of Admissions, and acclaimed author on the definitive history *Sailing at the U.S. Naval Academy*; Vice Admiral William D. Houser, USN (Ret.), Class of 1942, 35-year naval career as a naval aviator, veteran of World War II, the Korean War, and Vietnam War; former Deputy Chief of Naval Operations (Air Warfare) and staunch supporter in memorializing the Battle of Midway and preserving the

Midway Islands.

"We are proud of all our graduates, but the contributions of Ambassador FitzGerald, RADM Fluckey, RADM McNitt, and VADM Houser have truly made a great difference to many Americans and to this nation. Their service and dedication to the Naval Academy, the naval service, and America will not be forgotten, and this is our opportunity to say thank you," said Vice Admiral Richard J. Naughton, Naval Academy superintendent.

The Distinguished Graduate Award Selection Committee, chaired by Admiral Kinnaid R. McKee, USN (Ret.), Class of 1951, chose the four out of a large assembly of distinguished graduates covering four decades of service. These four now join the fifteen previous recipients of this prestigious recognition by their alma mater and Alumni Association.

"These distinguished graduates exemplify what the Naval Academy is all about: providing leaders of great character to our nation," said George Watt, president and CEO of the Naval Academy Alumni Association. "Each one has given a lifetime of service, in peace and in war, while in uniform and again within the private sector. We look forward to recognizing their many contributions to the country, the naval service, and the Naval Academy in the coming months," Watt added.

Candidates for the Distinguished Graduate Award are living graduates of the United States Naval Academy who have provided a lifetime of service to the nation or armed forces, have made significant and distinguished contributions to the nation via their public service, and have demonstrated a strong interest in supporting the Navy and the United States Naval Academy.

The presidents of the Alumni Association's Chapters or Classes provide nominations for the Distinguished Graduate Award. This year's recipients will be honored at a special award ceremony at the Naval Academy.

The United States Naval Academy Alumni Association is a non-profit, independent, self-supporting corporation with nearly 48,000 members and some 80 chapters around the world. To learn more please see our Web site at www.usna.com.

CAPT Campbell (Cont)

tant. We want our future officers to know what is right, want to do what is right and then have the courage to actually do what is right. The desire should not be driven by the thought of the consequences but rather by an internal desire to do our duty as a servant of society. Character development, like leadership development will continue to change as we adapt to the changes around us.

CQ: What parting advice do you have for a midshipman?

JAC: Recognize the awesome responsibility you have ahead of you and to make the most of it. You have a responsibility to the public and most importantly to the Sailors and Marines that you will be leading. Your thoughts, words and deeds have far-reaching impact – much more so than in any time in your past. The respect and trust the military has is not easily earned but it is easily lost. You are leaders and servants – you serve your nation and your troops. Consider your every action in that context and enjoy the time ahead whether it is for five or thirty years. It is a very worthwhile profession and I envy each one of you.

Servant Leadership (Cont)

viduals and as a Brigade cannot be understated.

Lastly, in the less distant past, I've been reminded of the value of community service to our organization, the Brigade of Midshipmen. While most of our daily lives occur inside Bancroft Hall (or Rickover Hall if you are an engineer), volunteering in the community gives us a chance to represent the Academy and ourselves. By working to make the community a better place, we show the country that we care about them. These are the same people that we will one day go on to protect as men and women of the Navy and Marine Corps. Our actions today lay a foundation for the faith and trust the citizens of this country will place in us tomorrow. I am reminded of a recent article in the Annapolis Capitol about Midshipmen digging Annapolis out of the snow in the days after the February blizzard. This action served to remind the public of the many good things that we do on a daily basis that can sometimes become overshadowed by other events in the military and in the world. Inside

our organization, servant leadership promotes the creation of an improved leadership climate, with the focus on mission accomplishment and troop welfare rather than personal aggrandizement.

As an application of servant leadership, it is easier to understand the benefits after joining in the effort than it is when seeing it from the perspective on an observer. Once taking on this responsibility, I can promise that it will have positive effects on your development as a leader, your subordinates, your community, and your organization.

Habitat (Cont)

impressive repertoire by using midshipmen in the roles for which they are cast: as leaders. Initially skeptical of the camouflage-clad figures that sporadically emerged from the walls of the Naval Academy; the community has since come to respect the dedication and can-do attitude of the midshipmen who would give up precious liberty in order to help build the future of our local community. Midshipman even sacrificed their spring break, usually a time for sun and revelry, to help

build homes in Spartanburg, South Carolina with like-minded students from the civilian universities Syracuse and the College of Notre Dame. Despite bad weather, something the hardened midships had learned to handle during Annapolis cold winter months working on five local houses, the team got to work and managed to make significant progress before reporting back aboard USNA. While our brothers and sisters in the naval service continue to fight for America overseas, midshipman will continue making a difference at home. We invite you all to come out and pitch in.

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